**Big Ideas:**

• Science is a way of knowing and learning about the natural world and may not answer all questions.

• Communicate using the language of mathematics and use mathematical tools to organize their understanding of concepts.

• Reading a wide variety of tests expands understanding of the world, its people, and oneself.

• Clarity in written and spoken language, along with critical listening, demonstrates effective communication.

**Texas Prekindergarten Outcomes (Guidelines)**

II.D.5, III.A.2, III.B.5, IIIB.6, IIIB.7,IIIB.8, IIIC.1, IIIC.2, IIIC.3, IIID.1,IIID.2,IIID.3,IV.B.2,IVC.1,IVD.1,V.A.1,V.A.2,V.A.3, V.A.4,V.A.5,V.A.6, V.A.7,V.A.8,

V.A.9,V.B.1,V.C.1,V.C.3,V.C.4,V.D.1,V.D.2,V.D.3,V.E.1,V.E.3, VI.A.1,VI.A.2,VI.A.3

**Misconceptions:**

* Heavy objects always sink
* A metal objects are attracted to magnets

Storyline: Observing Objects and Their Properties

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12/7/10 LISD

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**Outcomes**: IID5, IVD1, VI A1, VIII A1, VE1, IVA1, IVB1, VD2, IA4

**Essential Questions:** Why is it important to know the names & sounds of letters & how they are formed? How are objects alike/different from one another? Why write?

**Treasure Boxes Activity 1: Session 2**

Filling the Boxes with Treasures p. 10-13

Students fill a labeled treasure box and add new items to the class list.

**Assessments**: Journal Writing-draw a picture of a special place that the students enjoyed (beach, park) Draw a picture of the treasure they found and write/dictate why it is a treasure to them.

**Notes:**

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**Outcomes**: IID5, VD1, VIA3, VIII A1, IVB2, IVD 1

**Essential Questions:** Why write? Why are letters and sounds important? How is measurement helpful? How can objects be measured?

**Treasure Boxes Activity 1: Session 1**

Setting the Stage to Collect Treasures p. 7-10

Students learn the meaning of a treasure. Begin a class list of small items that the students can collect.

**Assessments**: Student find one object in the room that fits the criteria.

**Notes: ☺**Send home parent letter p. 89, begin collecting treasures

☺ One week prior to beginning the unit do:

GEMS Activity 1: Session 1: Setting the Stage to Collect Treasures

**Symbol Key**

🖳 technology

🚑 be safe

🗢 no tasting

☺ reminder

 language arts connection

✹ outside activity

🖑 wash hands

\* extension activity

🗣 wafting

© center activity

🚑 🗢 🖑

**Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Treasure Boxes Activity 2** Exploring Treasures p. 15-21

Students explore the different treasure boxes with a hand lens and record their findings.

**Assessments**: Students record observations in their journal. Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Use 5th grade buddies to help with dictation.

🖳

**Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Treasure Boxes Activity 2** Exploring Treasures p. 15-21

Students explore the different treasure boxes and record their findings.

**Assessments**: Students record observations in their journal. Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Spend one week exploring treasure boxes. Use 5th grade buddies to help with dictation. Have I Spy books available in the class library.

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**Outcomes**: IIIA2, IIIC1, IIIC2, IIIC3, IIID1

**Essential Questions:** Why is it important to know the names & sounds of letters & how they are formed? How do we communicate?

**Additional Lesson**: Going Futher p. 12 Who put the treasure in the treasure box?

Teachers write the song on the sentence strip. Add students’ names to the pocket chart

**Assessments:** Demonstate text is read left to right, top to bottom, combine onset and rime with picture support.

**Notes:** Use student names, names of objects, use picture cards and have students do onset and rime

**Vocabulary:**

**Additional Resources:**

**Literature:** I Spy books

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**Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Additional Lesson:** Balance Scale

Students use a balance scale to find the mass of different treasures. Students put them in order from heavy to light.

**Assessments**: Students record observations in their journal. Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Use 5th grade buddies to help with dictation.

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**Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Additional Lesson:** Magnetic or Not

Students test the treasures to determine if they are attracted to magnets. Students record their findings in their journal.

**Assessments**: Students record observations in their journal. Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Use 5th grade buddies to help with dictation. ☺ Please keep magnets away from computers.

**Time:**

🚑 🗢 🖑 © **Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Additional Lesson:** Sink or Float

Students test the treasures to determine if they sink or float. Students record their findings in their journal.

**Assessments**: Students record observations in their journal. Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Use 5th grade buddies to help with dictation.

**Symbol Key**

🖳 technology

🚑 be safe

👓 eye protection

🗢 no tasting

☺ reminder

✹ outside activity

🖑 wash hands

R remediation

\* extension activity

🗣 wafting

 language arts

connection

© center activity

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**Outcomes:** IIIA2, IIIC1, IIIC2, IIIC3, IIID1

**Essential Questions:** How is sorting helpful? Why is it important to know the names & sounds of letters & how they are formed?

**Additional Lesson** Shoe Town

Teacher reads the story to the students. Students listen for words that have the same beginning sound. Students sort pictures that have the same beginning sound. Students sort pictures that rhyme.

**Assessments**: Students orally share their observations of the different groups. Teacher makes anecdotal notes of the students’ sorting and rhyming words.

**Notes:** Use pictures cards that relate to the story. The class can create their own shoe town.

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**Outcomes**:IID5,IIIA2,IIIB6,IIID2,IIID3,IVD1,VE1,VIA1,VA8

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? How is sorting helpful? Why is important to understand numbers & learn to count?

**Treasure Boxes Activity 3: Session 1**

Shoe Sort p.23-26

Students sort their shoes into groups using one attribute.

**Assessments**: Students orally share their observations of the different groups. Teacher makes anecdotal notes of the students’ number recognition, sorting, counting, rhyming, position words.

**Notes:** Read aloud, Whose Shoes are these? Or Shoes

🚑 🗢 🖑 © **Outcomes**:VIA1,IID5,IIID2,IIID3,IVD1,VE1,VIA2

**Essential Questions:** How is sorting helpful? How are objects alike/different from one another?

**Treasure Boxes Activity 3: Session 2**

Sorting Treasures p.27-28

Students sort their treasures based on one attribute. Students record their findings in their journal.

**Assessments**: Students record observations in their journal. Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Read The Button Box, Alligator Shoes

Additional items to sort—attribute blocks, objects that move, fur, wool

Technology: Use Kid Pix to sort

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**Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Additional Lesson:** Spinning Tops & Vehicles

Students observe and describe how the various ways the cars and tops move.

**Assessments**: Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:**

**Additional Resources:**

**Literature:** Whose Shoes are these? Shoes Shoe Town

**Vocabulary:**

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**Outcomes**:VIA1,IID5,IIID2,IIID3,IVD1,VE1,VIA2

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Treasure Boxes Activity 3: Session 3:** Venn Diagrams p.29-34

Students use a Venn diagram to sort their treasures.

**Assessments**: Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:**

**Time:**

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**Outcomes**:

**Essential Questions:** Why is important to understand numbers & learn to count? Why ask questions? How do we communicate?

**Additional Lesson:** Number fluency

**Assessments**: Teacher makes anecdotal notes and uses a checklist.

**Notes:**

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**Outcomes**:

**Essential Questions:** Why is important to understand numbers & learn to count? Why ask questions? How do we communicate?

**Additional Lesson:** Using 5 Frames

Students use 5 frames with their treasures.

**Assessments**: Teacher makes anecdotal notes and uses a checklist.

**Notes:**

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**Outcomes**:IVA1,IVB1,IVb2,IVC1,IVD1,VA1,VA2,VA3,VA4,VA5,VA6,VC1,VIA1,VIIIA1

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Additional Lesson:** Spinning Tops & Vehicles

Students observe and describe how the various ways the cars and tops move on different types of surfaces such as wax paper, foil, construction paper, etc.

**Assessments**: Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:**

**Symbol Key**

🖳 technology

🚑 be safe

👓 eye protection

🗢 no tasting

☺ reminder

✹ outside activity

🖑 wash hands

\* extension activity

🗣 wafting

 language arts

connection

© center activity

🚑 🗢 🖑 🗣

**Outcomes**:VB3

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why is important to understand numbers & learn to count?

**Treasure Boxes Activity 6: Session 1**

Cereal Sharing p. 61

Read The Doorbell Rang to the class. Students divide the cereal into equal groups.

**Assessments**: Teacher makes anecdotal notes and uses a checklist.

**Notes:**

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**Outcomes**:

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why is important to understand numbers & learn to count?

**Treasure Boxes Activity 4: Session 2**

Graphing Treasures p.44-47

Students graph their treasures.

**Assessments**: Students orally share their graph. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Graph shapes, student names, picture cards with beginning sound

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**Outcomes**:

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why is important to understand numbers & learn to count?

**Treasure Boxes Activity 4: Session 1**

Graphing Shoes p.42-43

Students graph their shoes.

**Assessments**: Students participate in the shoe graphing activity.

**Notes:**

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**Outcomes**: VC1, VA8, IIIC1,VA9

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why ask questions? How do we communicate?

**Additional Lesson:** Fabric Math

Students observe shapes, letters, numbers and patterns in the different types of fabric.

**Assessments**: Students orally share their observation. Teacher makes anecdotal notes and uses a checklist.

**Notes:**

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**Outcomes**: VE1,VE3

**Essential Questions:** Where can we find patterns?

**Additional Lesson:** Guess My pattern p.20

Students extend the patterns.

**Assessments**: Students orally share their pattern. Teacher makes anecdotal notes and uses a checklist.

**Notes:** Create some sample pattern cards by taping the treasures on sentence strips or placing the treasures in an egg carton.

Memory Game: Using Dixie cups cover up objects to use for matching or number groups

**Additional Resources:**

**Literature:**

**Vocabulary:**

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**Outcomes**:

**Essential Questions:**

**Treasure Boxes**

**Assessments**:

**Notes:**

**Outcomes**:

**Essential Questions:**

**Treasure Boxes**

**Assessments**:

**Notes:**

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**Outcomes**:

**Essential Questions:** Why is important to understand numbers & learn to count? Why ask questions? How do we communicate?

**Additional Lesson:** Using 10 Frames

Students use 10 frames with their treasures.

**Assessments**: Teacher makes anecdotal notes and uses a checklist.

**Notes:**

**Time:**

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**Outcomes**:VB3

**Essential Questions:** Why is it important to investigate objects? How are objects alike/different from one another? Why is important to understand numbers & learn to count?

**Treasure Boxes Activity 6: Session 2**

Dividing up Treasures p. 61

Students divide the treasures into equal groups.

**Assessments**: Teacher makes anecdotal notes and uses a checklist.

**Notes:** Do Treasure NIM p.66 activity

**Symbol Key**

🖳 technology

🚑 be safe

👓 eye protection

🗢 no tasting

☺ reminder

✹ outside activity

🖑 wash hands

\* extension activity

🗣 wafting

 language arts

connection

© center activity

**Additional Resources:**

**Literature:**

**Vocabulary:**

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**Outcomes**:

**Essential Questions:**

**Treasure Boxes**

**Assessments**:

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